CHAPTER-II

REVIEW OF RELATED LITERATURE

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2.0. Introduction

Research is done in order to inform people with new knowledge or discovery. However, it is not to be expected that everybody would willingly believe what investigators are tackling in their whole research paper. Thus, what can be done to make research more credible will be to support them with other works which have spoken about the same topic that an investigator undertakes for his research. This is where literature review comes in. Literature review involves scanning the pages of any published literature like books, newspaper, magazine, website, webpage, collection, paper, pamphlet, and the like where one can find any reference to the same topic that a person is researching on. There are many reasons why literature review is rendered as a significant part of any research or dissertation paper. Literature review is the part of the paper where the researchers will be given the opportunity to strengthen their paper for they will be citing what other reliable authors have said about their topic. With a literature review, one needs to establish a clear tie between the works that one has cited and the topic that one is writing about. Literature review is also unique from the rest of the paper.

Research takes advantage of the knowledge which has accumulated in the past as a result of constant human endeavour. It can never be undertaken in isolation of the work that has already been done on the problems which are directly or indirectly related to a study proposed by a researcher. A review of the related literature must precede any well planned research study. It allows the researcher to
acquaint himself with current knowledge in the field or area in which he is going to conduct his research.

A few researchers have assessed and compared different combinations of personality traits in different groups of students at different levels.

2.1. Personality Patterns (PP)

(a) Studies Conducted in India

Suri (1973) in his study “A study of Differential Personality Traits in Intellectually Superior, Average and Below Average Students”, laid down these objectives: (i) to find out differential personality traits of intellectually superior, average and below average students under matched conditions of socio-economic status; (ii) to find out differential personality traits of intellectually superior, average and below average boys and girls separately under matched conditions of socio-economic status; (iii) to explore sex wise differences, if any, between intellectually superior boys versus superior girls, boys versus average girls and below average boys versus below average girls under matched conditions of socio-economic status; and (iv) to conduct intensive case studies of extreme cases as supplementary data for finding out the dynamics of their personality. The major findings of the study were: (i) the superior students differed from the average and below average and were found to be more intelligent, emotionally stable, venturesome, tough minded, placid (calm), controlled and relaxed while the average and below average students were found to be less intelligent, affected by feeling, obedient, expedient, shy, tender minded, apprehensive, indisciplined, self-
conflicted and tense; (ii) the average students were found to be more intelligent, more assertive and relaxed than the below average students; (iii) the superiors were more intelligent, emotionally stable, tough minded, placid, controlled and relaxed while the average boys were less intelligent, more affected by feelings, expedient, tender minded, apprehensive, indisciplined, self conflicted and tense; (iv) the superior girls were intelligent, assertive, venturesome, relaxed, and emotionally stable than average and below average girls; (v) superior boys in comparison to superior girls were tender minded; (vi) average boys were more emotionally stable and conscientious as compared to average girls; and (vii) below average boys were obedient, conscientious and tender minded as compared to below average girls.

Jayagopal (1974) aimed at identifying the personality traits of under and high achievers and thus to draw their personality profiles. The results of the study were as follows: In the case of high achievers there was no significant correlation between scholastic achievement and personality with regard to eleven out of fourteen personality factors of Cattell (factors B,C,D,F,G,H,J,O,Q2,Q3,AND Q4). But with regard to the factors A, E, and I, the correlations were highly significant. In the case of under achievers, twelve out of fourteen personality factors of Cattell (factors A,B,C,D,E,F,G,I,O,Q2,Q3 and Q4) were not significantly correlated with the scholastic achievement. The under achievers’ profile revealed that they were characterised by spontaneity, vigour, spirit to associate with the group readily, and unhindered and zestful nature. The high achievers’ profile revealed that they were reserved, humble and tough minded.
Tiwari (1977) in his study stated the important objectives: (i) to study the ‘means’ of various personality traits of high school boys and girls of urban and rural areas; (ii) to compare these means area wise and sexwise by employing the critical ratio technique; (iii) to study the effect of sex, area and their interaction on personality traits through the two-way analysis of variance technique. The major findings of the study were as follows: (i) Boys were found excelling girls and urban students were superior to their rural counterparts in intelligence (ii) In sociability, girls were superior to boys and urban students were superior to rural students (iii) Boys were more adjusted in comparison to girls (iv) Boys were superior to girls in industriousness. But there was no significant difference between urban and rural students (v) As regards discipline, no significant difference was found either in sex or area (vi) Girls of Gorakhpur region were superior in health to boys and urban students were superior to rural ones.

The enquiry which Srivastava (1974) aimed at studying the personality patterns of the children of criminal tribes of U.P was that the study revealed that: (i) the children of criminal tribes possessed low intellectual ability; (ii) they had confidence, but were shy at social interactions; (iii) though not satisfied with their existing status, they were optimistic about their future; (iv) they tried to gratify their immediate needs though they were not impulsive; and (v) they had control over their emotions though they were inferior in their social adjustments.

Sudha (1978) in his study aimed at exploring the problems faced by the girls of age ten to sixteen years by analysing the intensity of problems in ten areas in relation to their community (rural-urban) ,religion (Hindu-Muslim-
Christian), socio-economic status, parental expectations (career-marriage), and the personality traits of ascendency, responsibility, emotional stability, sociability, vigour, original thinking, cautiousness and personal relations. The major findings of the study were: (i) The girls of age fourteen to sixteen had more intensity of problems on life-goals, moral, religious and spiritual matters, academic achievement and traditional cultural customs than the girls of lower age group. (ii) Rural girls were found to face more intense problems than the urban girls in almost all areas, the greatest concern being the matters of moral, religious, spiritual and recreation. (iii) Hindu girls were found to have more intensity of problems than the other two groups of girls, while Christian girls had the least in most of the areas. (iv) Generally it was found that the girls from the lower SES slabs had more problems than the middle SES girls, the high SES girls having the least intensity of problems. (v) High career expectation resulted in higher intensity of problems among the girls, but no difference was found in the case of differential marriage expectation. (vi) The general trend noticed regarding the personality traits was that lower the personality traits higher was the intensity of problems, except in case of responsibility and cautiousness, in which the high traits resulted in higher intensity of problems of moral, religious and spiritual matters. (vii) The interaction effect in the case of community and religion with other factors was found to be significant.

Sharma (1981) made a comparative study of neuroticism, extraversion, achievement motivation and adjustment of tribal, rural and urban youths of Himachal Pradesh in relation to sex. Significant main effects were obtained for area (urban/rural) and sex.
Sex role attitudes constitute a specific personality dimension in terms of sex role identifications. Narinderpal (1981), selecting a sample from Chandigarh and Punjab measured sex role attitudes using standard tools and techniques. Quite a few significant conclusions emerged on formation of sex role attitudes, especially for females. Conservatism, anxiety level, ego strength, need for achievement appeared, among others, to be significant correlates. In a subsequent study of Chaube (1982), high-school girls appeared more critical and showed lower mental capacity in solving problems than boys.

Poulose (1988) chose to explore the influence of nine personality variables, and of gender and residence, on process outcomes in physics of university entrants (pre-university stage). Apart from gender and residence (nature of locality), manifest anxiety, personal adjustment, scientific attitude, science interest and attitude to academic work were seen to “exert significant influence”; interaction effects were not generally significant.

Sambhi (1989) chose to compare the value patterns and some personality variables of secondary-level students in Sathya Sai Missionary and central schools, one each in A.P., with a limited ‘incidental’ sample, but employing ‘t’ test and factor analysis! The three groups differed significantly in respect of both patterns, and showed many specific differences possibly attributable to the ‘deliberate efforts’ made in the settings.

Sharma (1989) experiment focused on personality, intelligence, gender and practice on psychomotor learning and reminiscence. It revealed significant effects of length of work period, length of rest period, gender (boys being superior to
girls), extraversion and neuroticism, on both performance and reminiscence. The inter-task correlations were also highly significant. Further, reminiscence correlated highly with post-test performance.

Jain (1989) studied self esteem in adolescents in relation to family structure and parental behaviour through a 2x2x4 factorial design. Joint family, parental support along with control, support rather than control, and interaction of family structure and parental behaviour contributed to self-esteem.

Asthana (1990) investigated internal and external conditions of control (meaning motivation) as determinants of performance in relation to certain personality characteristics, including locus of control. Warm-hearted, emotionally stable, assertive, internal-locus pupils performed better under intrinsic motivation, and reserved pupils did better under extrinsic motivation (praise as reward); warm-hearted, assertive, adventurous and tense pupils performed well under both kinds of motivation, while relaxed, external control pupils did poorly under both.

Jain (1990) focused on self-concept of adolescent girls, along with their identification with parent/parent substitute as contributing to realisation of academic goals. Positive self-concept, superior cognitive abilities and setting of high academic goals together favoured high achievement, as also did identification with parent/parent substitute. Frustration showed a negative relationship with goal realisation!

Sawarkar (1991) analysed the interrelationships among anthropometric measurements, and certain personality factors and athletic achievements through correlation coefficients. Higher secondary boys were superior to girls in physical
measurements and emotional stability but inferior to them in confidence; physical measurements showed positive relationship to athletic performance, but confidence and emotional stability did not show any such relationship, though the measurements related positively with both these.

‘Academic satisfaction’ was the criterion variable chosen by Gupta (1992) for a ‘normative survey’ (as stated) but she tested hypotheses on relationships with different personality needs and personal values; she found some to be positively related and some others to be negatively related (There were few differences in respect of men and women students).

Kundu (1996) in his study regarding differential personality traits stated the different objectives: (i) to study the personality traits of tribal and nontribal delinquents and nondelinquents; and (ii) to evolve a suitable educational programme for tribal and nontribal delinquents. The study revealed that (i) for the tribals, delinquency was related moderately to instability at home, less degree of satisfaction with self, poor health condition and power of observation, and the relation was low with poor sleeping condition; (ii) for the non tribals the delinquency was related (a) to a high extent with instability at home, unsatisfactory parent child relationship, hostility from parents, no recreational facilities, and destructive trends; (b) to a moderate extent with desire to be away from home, parents objecting to the kind of companion; and (c) to a low extent with indifference to community, and interest in practical concerns than theorising; and (iii) low general intelligence was related significantly to delinquency of both tribal and non tribal groups; (iv) the non associative factors for delinquency in tribals
were desire to be away from home, parent-child relationship, parents objecting to the kind of companion, permanence of residence, position in the family, level of general anxiety, feeling of resentment, depressive trends, and originality.

The personality profiles of 200 students pursuing MBA course have been compared in the present study. Cattell’s 16 PF Questionnaire was used to study the personality differences among students with respect to their academic background and gender. The hypotheses examined were: Male students are not significantly different from female students and students with B.Com degree are not significantly different from those with an engineering degree. Results showed that there were no significant differences among students in the personality profiles based on academic background except for measures of sensitivity and perfectionism. Other findings also indicated that there were significant gender based differences in some measures of personality like warmth, sensitivity, vigilance, abstractedness and openness to change. The implications of these findings are discussed for educationists and subject experts with respect to course content, delivery and counselling of students.

Santoshi Halder, Anjali Royand, Chakraborty (2010) in their study “The influence of personality traits on information seeking behaviour of students” stated that with the objective to explore the influence of the five personality dimensions on the information seeking behaviour of the students in higher educational institutions. Information seeking behaviour is defined as the sum total of all those
activities that are usually undertaken by the students of higher education to collect, utilize and process any kind of information needed for their studies. Data has been collected from 600 university students of the three broad disciplines of studies from the Universities of Eastern part of India (West Bengal). The tools used for the study were General Information schedule (GIS), Information Seeking Behaviour Inventory (ISBI) and NEO-FFI Personality Inventory. Product moment correlation has been worked out between the scores in ISBI and those in NEO-FFI Personality Inventory. The findings indicated that the five personality traits are significantly correlated to all the dimensions of information seeking behaviour of the university students.

A few researchers conducted by Chauhan (1978), Pal (1984), Rathaur (1986) Parwal (1987), Baruah (1988), Swami (1989), Pareek (1990), Vijay (1990) and Sinha (1991) have assessed and compared different combinations of personality traits in different groups of students at different levels. Banga (1980), Basu (1981) and Garhok (1973) were researchers who studied the personality characteristics of certain children. Syiem (2009) in her study “Emotional Intelligence and Its Relationship to Selected Personality Characteristic of Secondary School Students of Meghalaya” concluded that there is a strong link between Emotional Intelligence and Personality Characteristics of Secondary School Students. It was also observed from her study that there is a significant difference in the Personality Characteristics between Male and Female, Tribal and Non-Tribal, Government and Private, Private and Deficit students. With the wide range of studies in the Indian context attempted on personality, it will be significant now to turn to the researchers done elsewhere and provide a similar
account of the contextual setting, articulation of issue and the outcome arrived at by the investigators.

(b) Studies Conducted Abroad

Levit, (1991) in his investigation “Gender differences in ego defenses in adolescence: Sex roles as one way to understand the differences” stated that gender differences in ego defenses were hypothesized in adolescence, with greater internalization by girls and greater externalization by boys. Through the inclusion of sex role constructs (masculinity and femininity, agency and communion, and passivity–dependency), relational models as well as psychoanalytic theory were investigated as bases for sex differences. The Bem Sex-Role Inventory and the Defense Mechanism Inventory were administered to 66 high school students (31 boys and 25 girls), aged 14–19 yrs. As expected, boys scored higher on projection and aggression-outward defenses, and girls scored higher on turning against the self, but girls failed to exceed boys on reversal. Multiple regression supported sex roles as moderating variables in gender differences in defenses. Alternative reconceptualizations of sex roles supported aspects of both psychoanalytic and relational models as explanations of gender differences in defences.

Owens (2005) in his research paper “Personality and Studies under Peer Pressure” analyzed the impacts of peer pressure at Al Akhawayn University for the Summer Session 2005. Peer pressure is emotional or mental force from people belonging to the same social group to act or behave in a manner similar to themselves. For instance, peer pressure exists mostly on young people, peer pressure is unavoidable, and the fact that peer pressure can be positive. Peer
pressure is an important issue that exists at the university level. The methods used to gather data from the students were surveys and observations. The findings of surveys contradicted the main assumption which states that peer pressure at AUI can be positive but mostly negative on study and personality. However, the findings of the observations supported the main supposition. Finally, this research paper concludes that negative peer pressure does exist at AUI based on the results obtained from the observations made.

Glaeser (2002) in this study “Self-concept: differences among adolescents by gender” compared adolescents by gender on self-concept. Participants consisted of sixth, seventh, and eighth graders placed in general education classes or special day classes and designated by their teachers as either high-or low-achieving. Responses on the Student Self-Concept Scale were examined using a between groups MANOVA design. Findings were not significant when male and female adolescents were divided by class placement and rank within placement. However, one significant effect was found when analyzed without the division of class placement or rank within placement. Males scored significantly lower on social self-concept. The results suggest that there are differences between adolescent males and females on social self-concept.

Zakriski, Audrey; Wright, Jack; Underwood, Marion (2005) in their research “Gender Similarities and Differences in Children’s Social Behaviour: Finding Personality in Contextualized Patterns of Adaptation” examined how a contextualist approach to personality can reveal social interactional patterns that are obscured by gender comparisons of overall behaviour rates. For some
behaviours (verbal aggression), girls and boys differed both in their responses to social events and in how often they encountered them, yet they did not differ in overall behaviour rates. For other behaviours (prosocial), gender differences in overall rates were observed, yet girls and boys differed more in their social environments than in their responses to events. The results question the assumption that meaningful personality differences must be manifested in overall act trends and illustrate how gender differences in personality can be conceptualized as patterns of social adaptation that are complex and context specific.

Guimond, Serge; Branscombe, Nyla R.; Brunot, Sophie; Buunk, Abraham P.; Chatard, Armand; Désert, Michel; Garcia, Donna M.; Haque, Shamsul; Martinot, Delphine; Yzerbyt, Vincent (2007) in their investigation “Culture, gender, and the self: Variations and impact of social comparison processes” stated that psychological differences between women and men, far from being invariant as a biological explanation would suggest, fluctuate in magnitude across cultures. Moreover, contrary to the implications of some theoretical perspectives, gender differences in personality, values, and emotions are not smaller, but larger, in American and European cultures, in which greater progress has been made toward gender equality. This research on gender differences in self-construals involving 950 participants from 5 nations/cultures (France, Belgium, the Netherlands, the United States, and Malaysia) illustrates how variations in social comparison processes across cultures can explain why gender differences are stronger in Western cultures. Gender differences in the self are a product of self-stereotyping, which occurs when between-gender social comparisons are made. These social
comparisons are more likely, and exert a greater impact, in Western nations. Both correlational and experimental evidence supports this explanation.

Klimstra, Theo; Hale III, William; Raaijmakers, Quinten; Branje, Susan; Meeus, Wim (2009) in their research “Maturation of personality in adolescence” assessed adolescent personality maturation by examining 3 measures of change and stability (i.e., mean-level change, rank-order stability, and profile similarity) of Big Five personality traits, employing data from a 5-annual-wave study with overlapping early to middle (n = 923) and middle to late (n = 390) adolescent cohorts. Results indicated that mean levels of Agreeableness and Emotional Stability increased during adolescence. There was mixed evidence for increases in Extraversion and Openness. Additionally, rank-order stability and profile similarity of adolescent personality traits clearly increased from early to late adolescence. For all change facets, the authors found evidence for gender differences in the timing of adolescent personality maturation, as girls were found to mature earlier than boys.

Murberg (2009) in this study “Associations between personality and coping styles among Norwegian adolescents: A prospective study” stated that the aim of this research was to determine prospectively to what extent the outcomes of coping styles are determined by personality traits in a sample of adolescents (aged 14 through 16 years). The sample consisted of 259 (132 females, 127 males) students in two Norwegian secondary schools. The results showed that adolescents’ coping styles were only moderately correlated with the personality traits of Neuroticism and Extraversion. Coping styles and personality showed consistent patterns over
the 1-year period. In addition, although personality explains a substantial part of the variance in the criterion variables, coping styles also contribute to a significant portion of this variance, which may support the hypothesis that coping styles are partially determined by the personality traits of Extraversion and Neuroticism. In view of these findings, it could be surmised that coping styles among these adolescents might not just be epiphenomena of enduring personality traits.

2.2. Educational Aspiration (EA)

(a) Studies Conducted in India

Some studies were conducted on the level of aspiration, values, achievement and personality traits by Muthayya (1960), Bhargava (1972), Mathur (1982), Annamma (1984) and Nagose (1984).

Bisht (1972) in his investigation “A Study of the Level of Educational Aspirations in Relation to Socio-Economic Condition and Educational Attainment” stated his main objectives as follows: (i) to determine the different factors which influenced the level of educational aspirations; (ii) to compare the level of educational aspiration among urban, rural and English medium school adolescents; (iii) to determine whether the educational aspiration was higher in adolescents belonging to low socio-economic status or those belonging to high socio-economic status; and (iv) to determine whether the level of educational aspiration was higher in adolescents of low academic achievement or those having high academic achievement.
The sample consisted of 100 students (fifty urban and fifty rural) selected from twenty schools (twelve urban and eight rural). The following tools were administered to the sample, namely, the Kuppuswamy’s Socio-Economic Status Scale and a questionnaire developed for the purpose of study. The school examination marks were taken to represent the attainment level.

The study revealed that (i) size of the family, educational facilities and recreational facilities were found to be influencing educational aspirations; (ii) position of the child and hobbies were not having any significant influence on educational aspiration; (iii) parent’s choice influenced children’s selection of a job; professional jobs were preferred by majority; (iv) parental education and income were found to have significant influence on educational aspiration; (v) a positive relationship was found to exist between attainment and the level of educational aspiration; (vi) urban boys had a higher educational aspiration than rural boys; (vii) boys studying in English medium schools had a higher educational aspiration than the boys studying in non-English medium school.

In “An Investigation into the Values, Aspirations and Personality Traits of Adolescents of Rajasthan,” made by Bhatnagar,(1979) and the objectives of this study were: (1) to investigate the values, aspirations and personality traits of adolescents, and (2) to compare the values, aspirations and personality traits of adolescents who were student leaders, social conformists and delinquents. The sample comprised of 200 student leaders, 200 conformists and 200 delinquents studying in fifteen secondary schools of Rajasthan. The major findings were (1) student leaders and conformist gave highest preference to power value
followed by hedonistic and economic values whereas religious, aesthetic social and knowledge values ranked lowest, delinquents preferred hedonistic value, while power value was given second place. (2) Most adolescents gave top priority to scientific fields, student leaders and conformists gave second priority to the study of arts subjects whereas delinquents ranked commerce as second choice. (3) All the adolescents wanted to see their free from poverty and preferred peace and morality to material prosperity. (4) All the adolescents aspired for friendship with other nations and for world peace. (5) The overall adjustment of the student leaders was significantly better than the adjustment of conformists and delinquents. (6) All adolescents expressed unfavourable attitude towards older generation. (7) Student leaders and conformists had the healthiest attitude towards parents. (8) Delinquents did not see their parents as sources of affection and protection. (9) Delinquents expressed fear of failure in examination and lack of interest in studies. (10) Student leaders were more optimistic about their academic future and aspired for achieving high standards.

Jasuja (1983) in his investigation “ A study of frustration level of Aspiration and academic achievement in relation to age, educational and sex differences among adolescents,” made the following hypotheses: (1) Frustration is not related to academic achievement. (2) Sex differences are not related to achievement and frustration. (3) Aspiration and frustration are not related. (4) There is no effect of age on the level of aspiration. (5) There are no sex differences in the level of aspiration.
The sample comprised 500 subjects (250 males and 250 females). They belonged to different classes and ages. The Frustration test developed by Chauhan and Tiwari was used to measure frustration. Its test-retest reliability ranged from 0.78 to 0.92. The level of aspiration test developed by Shah and Bhargava was used. The data were analysed with the help of t-test and correlation techniques.

The findings were: (1) Frustration academic achievement were negatively related. (2) Girls achieved higher in the academic field and were less frustrated as compared to boys. (3) Frustration and level of Aspiration were positively related. (4) Level of aspiration and frustration did effect the achievement. (5) Both age and sex separately, influenced significantly the level of aspiration.

Prakash (1984) in his study “A Study of the factors Affecting Levels of Aspiration” stated the following objectives: (i) to explore the differences, if any, between the levels of aspiration of urban and rural students. (ii) to study the differences between the levels of aspiration of boys and girls. (iii) to find out the differences between the levels of aspiration of scheduled caste and non-scheduled caste students. (iv) to study the differences between the levels of aspiration of high-risk taking and low risk-taking students. (v) to explore the differences between the levels of aspiration of external locus oriented and internal locus oriented students. (vi) to study the two factor interaction effects of all the five independent variables (area, sex, caste, risk-taking and locus of control) (vii) to find out the three factor interaction effects of all the five independent variables (viii) to explore the four-factor interaction effects of all the five independent variables, and (ix) to study the five factor interaction effects of all the variables.
The sample consisted of 320 students from 1466, ninth grade students of government and private schools of Delhi, after categorising them on the basis of area, sex, caste, risk-taking levels and locus of control. There were in all, five independent variables and each variable varied in two ways, viz., area varied as rural and urban; sex varied as boys and girls; caste varied as scheduled caste and non-scheduled castes; risk-taking as high-risk taking and low-risk taking; and locus of control varied in two ways as external-locus oriented and internal locus oriented.

The students were administered the tools: the locus of Control Questionnaire, The Risk Taking Inventory of Patel, and the Level of Aspiration Test. The data so collected were analysed with the help of five way (2x2x2x2x2) factorial design of analysis of variance.

The findings of the study were: (1) Area (urban or rural) as a single main variable did not show significant difference on the level of aspiration. (2) Sex as a single main variable did not show any significant difference on the level of aspiration. (3) Castes (scheduled castes and non scheduled castes) as a single variable did not show any significant difference on the level of aspiration. (4) The high-risk taking students differed significantly from low-risk taking students on levels of aspiration depicting high-risk taking students to be more realistic. (5) Locus of control as a single main variable did not show any significant difference on the level of aspiration. (6) None of the ten two-factor interaction effects of all demographic and personality variables showed any significant interaction on the level of aspiration. (7) None of the three-factor (ten) interaction effects all demographic and personality variables showed any significant interaction on the level of aspiration. (8) Out of the five factor interaction effects, area, sex, risk-
taking and locus of control together showed significant interaction on levels of aspiration. The rural boys and girls both scored higher on levels of aspiration than the urban ones at high risk and internal locus of control. At high risk and external locus of control levels the rural boys scored higher than the rural girls. However, the urban girls were higher than urban boys in both cases. At low risk and external locus control level the picture was just the opposite. Rural girls scored higher than the rural boys while urban girls scored less than urban boys. (9) The five-factor interaction effect, which included all the independent variables, did not show any significant interaction on the level of aspiration.

“A study on Peer Influence and Educational Aspiration of secondary school students in relation to their Academic Achievement” was conducted by Das, (1986). The objectives of the inquiry were: (1) to study the effects of area of institution, nature of institution, and their interaction on peer influence of students, (2) to study the effects of intelligence and socio-economic status and their interaction on peer influence of the students, (3) to study the effects of area of institution, nature of institution and their interaction on educational aspirations of students, (4) to study the effects of intelligence, socio-economic status and their interaction on educational aspirations of students, and (5) to establish the regression equation for academic achievement in relation to intelligence, socio-economic status, peer influence and educational aspirations for different sample groups.

The tools used for the study were: (a) Bora’s group Verbal Examination of General Intelligence Test, (b) Narain Rao’s Socio-Economic Status Rating Scale,
(c) an Adapted Version of Mathur’s Educational Aspiration Scale, and (e) examination scores of the HSLC examination. The sample of the study included 820 students of class X of 20 schools of Assam State. Analysis of variance and regression analysis were used for analysis of data.

The major findings of the study were: (1) Peer influence was stronger among the students of rural schools in comparison with those of urban schools. (2) Peer influence was strongest among students of boys schools and least in the girls schools. (3) The educational aspiration of students belonging to urban schools was higher than that of students of rural schools (4) the high intelligence group had higher educational aspiration than the students of low intelligence group. (5) Intelligence was the most powerful predictor of academic achievement, contributing 40.26 percent of total variance (6) Educational aspiration was the second most powerful predictor bearing 8.58 percent of variance.(7) More predictability was observed in the rural group in comparison with the urban group.(8) The highest predictability was observed in the coeducational school group which accounted as 67.22 percent of variance in comparison with the boys school group (56.61 percent) and the girls school group (47.38 percent).

“A survey of the educational and vocational aspirations of the Doordarshan-viewing pre-university students in Shillong” was made by Sungoh, (1988) and the main objectives were (1) to find out the educational aspirations of those pre-university students of Shillong who were exposed differentially to television programmes. (2) To find out the vocational aspirations of those pre-university students of Shillong who were exposed differentially to television
programmes, and (3) to find out the correlations of the viewers, between their educational and vocational aspirations of the viewers, between their educational aspirations and socio-economic scores, and their vocational aspirations and socio-economic status scores.

The Sample of 300 pre-university students were drawn, which represented males and females, tribal and non-tribal, different SES backgrounds, and students from the arts, science and commerce background of colleges located in Shillong. The instruments used in the study included the Educational Aspiration Scale by Sharma and Gupta, the Occupational Aspiration Scale by Grewal, the Socio-Economic Status Scale (urban) by Kuppuswami, and a Personal Information Blank. Descriptive statistical techniques, apart from correlation and ‘t’ test used for the purpose of analysing the data.

The findings were: (1) Female students, rare viewer of TV, and commerce stream students showed significantly higher educational aspiration as compared to their respective counterparts. (2) Male viewers and science students had significantly higher vocational aspirations as compared to their respective counterparts. (3) There was a high negative correlation between the educational and vocational aspirations of the students. (4) Socio-economic status was positively related to the educational aspiration of students.

Vaidya (2006) in this study “A Study of Educational Aspiration of Higher Secondary Students in Relation to Different Variables” stated the objectives as follows: (1) To study educational aspiration of higher secondary school students; (2) to study the main effect and interaction of family, school based and personal
factors on educational aspiration of higher secondary school students; (3) to find out the relation between educational aspirations of higher secondary school students and their educational achievement, self-concept, motivation and socio-economic status. **Method:** The sample consisted 480 of higher secondary students; boys 240 and girls 240 from four higher secondary schools. They were selected by stratified random cluster sampling technique. The research tools used included Educational Aspiration Scale (From-P) by Dr. V.P. Sharma and Gupta, Socio-economic Status Scale by Patel, Achievement Values and Anxiety inventory by Prayag Mehta and the Piers-Harris Children’s Self-Concept Scale by Shah. It was tabulated with percentage, Mean, Standard Deviation, Correlation and ANOVA (F-test). **Findings:** (1) Mean score of Educational Aspiration of higher secondary students was 28.07 (Range 0 to 40), it indicated the awareness towards education was increased in the society. (2) Boys had higher educational aspiration in comparison to girls. (3) The students from urban area had higher educational aspiration than rural students. (4) The students from non governmental school had higher education aspiration than the students form government school. (5) The students form science stream had higher educational aspiration than the students from stream. (6) So far as Classes XI, XII others were concerned it makes no significant difference regarding educational aspiration of higher secondary students. (7) Gender, area and socio-economic status of the students have a significant group effect on their educational aspiration and type of schools; stream and standard of students do not have a significant group effect on their educational aspiration. (8) Educational Achievement, Self concept and Achievement Motivation of the students had a significant group effect on their educational
aspiration. (9) A positive correlation was found between educational aspiration and socio-economic status, educational achievement, achievement-motivation of the students. (10) A negative correlation was found between educational aspiration and self-concept.

Syiem (2006) conducted a study on General Mental Alertness, Educational Aspiration and Achievement Motivation of Higher Secondary Students in East Khasi Hills District of Meghalaya and concluded that there is no relationship between Educational Aspiration and Achievement Motivation.

Pawan Kumar Singh (2011) in his study “Home Environment as the Determinant of Educational Aspiration” determined that the home and the family provide the first social environment to a child and determine as to what his first attitudes would be towards people and social activities. The kind of child training used in the home has a pronounced influence on later social adjustment. It has been found that the adolescents who are most popular and most active in the social affairs of their schools and colleges have a warm and friendly feeling towards their families. And on the other hand, there are adolescents in the society who, having depressive home environment in their childhood, are not confident of themselves and do not aspire to achieve anything worthy in life. Therefore the main purpose of the present study is to analyze the psychological causes that account for this social malady and to suggest so as to create higher educational aspirations among the youth.

Singh (2011) in his investigation titled as “A Study of Educational Aspiration in Secondary School Students” stated the objectives of his study as
follows: 1) To identify the level of educational aspiration among secondary school students. 2) To find out the influence of the following students' variables on educational aspiration and their components (i) Sex, (ii) Medium of learning. Based on his study, the findings were as follows: 1) There is a tendency on the part of secondary school students to hold a high level of educational aspiration. 2) Sex is influencing the overall educational aspiration level. The educational aspiration level of boys are higher than that of girls. 3) Medium of learning is influencing the educational aspirations. The educational aspiration level of English medium students is higher than that of Marathi medium students.

(b) Studies Conducted Abroad

Chung, Rita and Walkey, Frank (1989) “Educational and Achievement Aspirations of New Zealand Chinese and European Secondary School Students” examines the pressures toward academic achievement in Chinese and European students in New Zealand through comparisons of the attitudes of the students, the attitudes they attribute to their parents, and the relationships between these two sets of attitudes. Male Chinese students were found to have the most pressure on them.

Grace Kao and Marta Tienda (May, 1998) in their study on “Educational Aspirations of Minority Youth” stated that using the National Education Longitudinal Study of 1988 (NELS:88), they analyzed how educational aspirations are formed and maintained from eighth to twelfth grades among a single cohort of youth. Guided by research in the status-attainment literature, which focuses on how aspirations are shaped, and the blocked-opportunities framework, which considers
the structural obstacles that bound or level aspirations, we find that the relative shares of minority youth who have high educational aspirations are high from eighth to twelfth grades. However, ethnic groups differ in the extent to which high educational aspirations are maintained such that black and Hispanic youth have less stable aspirations. Our results suggest that family socioeconomic status (SES) not only contributes to ambitious aspirations in eighth grade but, more important, to the maintenance of high aspirations throughout the high school years. Because black and Hispanic students are less likely to maintain their high aspirations throughout high school, owing to their lower family SES background, we argue that their early aspirations are less concrete than those of white and especially Asian students. Focus-group discussions with adolescents support quantitative findings that, compared to whites and Asians, black and Hispanic youth are relatively uninformed about college, thus dampening their odds of reaching their educational goals.

Wall, Julie; Covell, Katherine; MacIntyre, Peter (1999) conducted their research study “Implications of social supports for adolescents' education and career aspirations” on 15–18 yr old students (grade 9–12). These students completed questionnaires designed to examine relations among social support, perception of future opportunity, and education and career aspirations and expectations. Path analyses showed that for both males and females, perception of opportunity predicts educational expectations, which, in turn, predict educational aspirations and career expectations. For females, peer, family and teacher supports predict perception of opportunity, whereas for males only family support is predictive of perception of opportunity. Data indicated that females perceive more
teacher and peer support than do males, and that compared to their male peers, females have greater perceived future opportunity, educational aspirations and expectations, and career expectations. Both males and females indicate a greater gap between career aspirations and expectations than between education aspirations and expectations. The possible contributions of socioeconomic conditions and gendered socialization are discussed.

Claudia Buchmann and Ben Dalton (Apr., 2002) in their study “Interpersonal Influences and Educational Aspirations in 12 Countries: The Importance of Institutional Context” stated that Research in the United States has found that peers and parents play an important role in shaping students' educational aspirations. Little research has examined the extent to which these findings apply in other countries or whether the role of significant others varies according to the organization of national educational systems. This article examines the effects of peers' and parents' attitudes regarding academic performance on students' educational aspirations in 12 countries. The results indicate that peers and parents influence educational aspirations in countries with relatively undifferentiated secondary schooling, like the United States, while the influence of significant others is negligible in societies with more differentiated secondary education. In these latter systems, it appears that aspirations are largely determined by the type of school the student attends; there is little room for interpersonal effects. The effects of significant others on students' aspirations depend, in large part, on the structural features of the educational systems in which they operate.
Kevin Marjoribanks (2005) conducted his study on the “Family background, adolescents’ educational aspirations, and Australian young adults’ educational attainment” In this longitudinal study, relationships were examined between educational aspirations and educational attainment for Australian young adults from different ethnic and social status backgrounds. In the analysis, the AM Statistical Software was used to take into account the design features of the sample. The results indicated (a) that family background and adolescents’ aspirations combined to have large associations with young adults’ educational attainment, (b) there were gender differences in the linear and curvilinear nature of relationships among family background, adolescents’ aspirations, and young adults’ attainment, and (c) for young adults from lower social status families there were ethnic group differences in attainment at all aspiration levels, whereas for young adults from higher social status families, ethnic group differences in attainment were minimised at high aspiration levels. The study provided support for the theoretical framework that family social status and ethnicity provide varying opportunity structures for young adults. Within these opportunity structures, adolescents’ educational aspirations have differential associations with young adults’ attainment. At lower family social status levels, for example, there continued to be ethnic group differences in attainment at all aspiration levels. In contrast, for young adults from higher social status families, ethnic group differences in attainment were minimised at high aspiration levels.
Samuel O. Salami, (2008) in this paper "Roles of personality, vocational interests, academic achievement and socio-cultural factors in educational aspirations of secondary school adolescents in South Western Nigeria” seeks to examine the roles of personality, vocational interests, academic achievement and some socio-cultural factors in educational aspirations of secondary school adolescents in south-western Nigeria. A survey research design was adopted. The sample comprised 430 secondary school students. Data personality, vocational interests, academic achievement, socio-cultural factors and educational aspiration were obtained from the students. Hierarchical multiple regression analysis was used to analyse the data. The paper finds that specific personality, interest dimensions, academic achievement, socio-economic status and demands from extended family were significantly related to the students' educational aspirations.

Andrea Madarasova Geckova, Peter Tavel, Jitse P van Dijk, Thomas Abel, Sijmen Reijneveld (2010) in their study “Factors associated with educational aspirations among adolescents: cues to counteract socioeconomic differences?” stated that the aims of their study was to follow this effort and to explore the association between health, socioeconomic background, school-related factors, social support and adolescents’ sense of coherence and educational aspirations among adolescents from different educational tracks and to contribute to the existing body of knowledge on the role of educational aspirations in the social reproduction of health inequalities. We expect that socioeconomic background will contribute to the development of educational aspirations, but this association will be modified by available social and individual resources, which may be
particularly favourable for the group of adolescents who are on lower educational tracks, since for them such resources may lead to gaining a higher educational level. *Methods:* We collected data on the socioeconomic background (mother’s and father’s education and employment status, doubts about affordability of future study), school-related factors (school atmosphere, school conditions, attitudes towards school), perceived social support, sense of coherence (manageability, comprehensibility, meaningfulness) and the self-rated health of a national sample of Slovak adolescents (n = 1992, 53.5% females, mean age 16.9 years). We assessed the association of these factors with educational aspirations, overall and by educational tracks (grammar schools, specialised secondary schools, vocational schools).*Results:* We found statistically significant associations with educational aspirations for the factors parental educational level, father’s unemployment, doubts about the affordability of future study, school atmosphere, attitude towards school, social support from the father and a sense of coherence. Social support from the mother and friends was not associated with educational aspiration, nor was self-rated health. Besides affinity towards school, the determinants of educational aspirations differed among adolescents on different educational tracks. Educational aspirations of grammar school students were associated with father’s education, while the aspirations of their peers on lower educational tracks had a stronger association with mother’s education and perceived social support from father and friends. Moreover, a sense of coherence contributes to the reporting of educational aspiration by students on different educational tracks.

*Conclusions:* Characteristics of the school environment, the family and the individual adolescent are all associated with the level of educational aspiration, but
in a different way for different educational tracks. Interventions aimed at reducing socioeconomic inequalities in health via the educational system should, therefore, take this variation and the rather pivotal role of the father into account.

Mark P. Bowden and James Doughney (2010) in their study “Socio-Economic Status, Cultural Diversity and the Aspirations of Secondary Students in the Western Suburbs of Melbourne, Australia” determined that using data from a recent survey of Australian secondary students, we find that those from higher socio-economic backgrounds are more likely to aspire to attend university. The same can be said for students who do not speak English at home. We find that students with an ethnic minority background are more likely to perceive higher levels of support from parents. However, we find that all students believe they receive encouragement from their parents to do well at school (rather than discouragement or disinterest), and that there is little difference in the level of importance placed on the views of parents between students from English and non-English speaking background. While interest in university education is strong across all socio-economic groups, particularly for students who do not speak English at home, there is a considerable gap between aspirations and enrolment levels. We suggest that this ‘aspirations gap’ is larger for students from low socio-economic backgrounds. This analysis also supports growing evidence that the postcode methodology for allocating socio-economic status to individuals is unreliable.

Yisak Tafere (June 2010) in his study “Changing Educational Aspirations of Children Living in Poverty in Ethiopia” stated the following findings. Using both qualitative and quantitative data, this paper examines the changing
educational and occupational aspirations and educational achievements of children living in poor communities in Ethiopia. The results suggest that children had high aspirations at an earlier age but that these changed later, with poverty rarely influencing their earlier aspirations but having a strong impact later on. Children with high educational achievement, mostly urban children and some rural girls, maintained their high ambitions. Education policy imposed constraints and provided varied opportunities for rural and urban children that affected their educational achievement and aspirations. Educational achievement was influenced by age of entry to school and continued attendance. Government development programmes and agricultural livelihoods attracted rural children’s labour and thereby negatively affected their education and realisation of their ambitions. The longitudinal data suggest that some children have begun considering out-of-school transitions (e.g. girls’ early marriage and full-time work for girls and boys) and, as a consequence, it seems that very few poor children will be able to realise their ambitions.

Beal, Sarah ; Crockett, Lisa (2010) in their study “Adolescents’ occupational and educational aspirations and expectations: Links to high school activities and adult educational attainment” stated that this longitudinal study explored adolescents’ future-oriented cognitions, current activities, and later educational attainment using data from 317 adolescents (55 % female; mean age = 14.98 years, $SD = 0.85$) followed into early adulthood. Aspirations and expectations regarding work and education showed modest stability from year to year. Exploration of the reciprocal relations between these cognitions and adolescents’ activities supported both unidirectional and bidirectional effects, with
different patterns emerging for aspirations and expectations. In multiple regression analyses, future-oriented cognitions predicted adult educational attainment; follow-up analyses indicated that the effect of adolescents’ expectations was partially mediated by participation in extracurricular activities. These results suggest a potentially important influence of adolescents’ future-oriented cognitions on their current behaviour and future attainments.

Rothon, Catherine; Arephin, Muna; Klineberg, Emily; Cattell, Vicky; Stansfeld, Stephen (June 2011) in their study “Structural and Socio-Psychological Influences on Adolescents’ Educational Aspirations and Subsequent Academic Achievement” stated that previous literature indicates that educational aspirations are an important predictor of achievement at school and beyond. This paper examines the factors that are associated with high educational aspirations. It also looks at the relationship between aspirations and achievement at the General Certificate of Secondary Education in a deprived area of London. The results show that educational aspirations are associated with individual characteristics. Girls were more likely than boys to express a wish to remain in education beyond the age of 16. For the most academic route post-16, there were substantial ethnic differences, with minority ethnic groups generally being more likely to state a desire to follow this path. Students who were eligible for free school meals tended to have lower aspirations. Socio-psychological variables were also shown to be of importance, particularly self-esteem and psychological distress. Importantly, educational aspirations had a strong association with actual achievement at age 16, remaining associated even after controlling for a number of other variables,
including prior achievement. These findings are discussed in light of previous research and potential intervention strategies.

Miao Wang & Steven Sek-Yum Ngai (2011) Using data collected by the Organization for Economic Co-operation and Development's Program for International Student Assessment in 2003, this study “The Effects of Single Parenthood on Educational Aspiration: A Comparative Study of Children in the United Kingdom and Hong Kong”, examines the gap in the educational aspirations of children from single-parent families and two-parent families in the United Kingdom (UK) and Hong Kong. Consistent with previous research on the relationship between cultural orientation and academic motivation, our analysis shows that children in the UK have statistically significant lower levels of educational aspiration than those in Hong Kong. Moreover, children from single-parent families in the UK and Hong Kong are found to have statistically significant lower levels of educational aspiration than those from two-parent families. Further analyses indicate that family capital and school experience are important factors for understanding the negative effects of single parenthood. Finally, we observe that single parenthood has a less negative effect on educational aspiration in the UK than it does in Hong Kong, which can be explained by differences in government family policy and family capital between the two regions. Based on the outcomes from the current analysis, we put forward several policy and service recommendations for improving children's educational aspiration and enhancing family well-being.
Gil-Flores, Javier; Padilla Carmona, M.Teresa; Suarez Ortega, Magdalena (2011) in their paper “Influence of Gender, Educational Attainment and Family Environment on the Educational Aspirations of Secondary School Students” examines the influence of gender, educational attainment and family-related variables on the academic aspirations of students aged. Using data from the Academic Achievement Assessment in Andalusia (Spain) during 2006/2007 and from a questionnaire answered by 3963 students and 3842 families, we obtained information about students’ test scores, their academic expectations and the social and educational resources of their families. Chi-square tests and a binary logistic regression were carried out to identify the influence of the independent variables on aspirations. Results show that all variables are relevant to the students' aspirations, but when their combined effects are considered, educational attainment and the educational levels of parents have greater power than gender to predict students' aspirations.

Tan, Yao Sua (2011) in this study “Democratization of Secondary Education in Malaysia: Attitudes towards Schooling and Educational Aspirations” stated that as a consequence of the democratization of secondary education in Malaysia beginning in the 1990s, many students who do not have academic credentials are allowed to progress to upper secondary education. This study examines the attitudes of these students towards two important aspects of schooling—namely, learning and examinations, as well as their educational aspirations—to assess the extent to which they have fulfilled the aims of the democratization of secondary education, among which is to produce more highly trained and well-educated manpower. A questionnaire survey and in-depth
interviews were conducted in five sampled schools to explore the issues from various perspectives. The attitudes of the students towards learning and examinations as well as their levels of educational aspirations were generally found to be wanting regardless of their background. This study has revealed the internal contradiction of the democratization of secondary education in Malaysia. The democratization of secondary education within the ambit of a highly academic and examination-oriented education system has not served the needs of academically weak students. This study has also revealed the lack of alternative educational opportunities available to these students. The lack of resolve among teachers to handle these students and enough counsellors to guide them through the schooling process further complicate their problems.

2.3. Conclusion

To conclude, this chapter has presented a brief outline or researches done in the area of Educational Aspirations and Personality. The scholar tried to collect the related literature from studies conducted in India and Abroad. Different Personality Traits and various studies related to Educational Aspiration done by various researchers have been taken as related literature to this present study. With regards to the relationship between the two variables related to the study, Educational Aspirations and Personality Patterns, no studies were found by the investigator. On the bases of these various research studies, the investigator has been able to chalk out appropriate guidelines in a systematic manner so as to make this present research work more effective.
“If you cannot do great things, do small things in a great way” - Napoleon Hill